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ABSTRACT

This document contains an instrument and procedures designed for the observation of Teacher Corps interns. The instrument covers four areas: (a) academic preparation, instructional preparation, and preparation to meet community needs and expectations; (b) instructional performance and performance in the community; (c) student success and attitudes; and (d) professional behavior. Prior to observation, the observer and intern confer to review the instrument, establish specific areas of observation, and review lesson or unit plans. During the observation the observer should concentrate totally on the performance of the intern and objectively record all observable behavior agreed on during the preobservation conference. After the observation, a session should be held to review thoroughly all data recorded by the observer in order to evaluate the performance of the intern and to determine remediation that may be required. The intern and observer then jointly prepare a summary sheet of the evaluation which emphasizes desirable behavior and levels of competency and includes agreed-on remediation stated in behavioral terms. (HMD)

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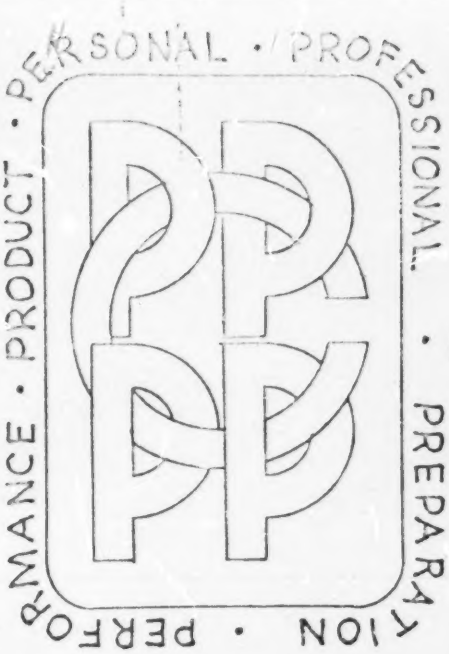

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COMPETENCIES

EMPORIA KANSAS STATE COLLEGE
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RESOURCE CENTER
ITEM NO 665
FOR INSPECTION ONLY

FOR

OBSERVATION & EVALUATION OF INTERNS AND STUDENT TEACHERS

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OBSERVATION AND EVALUATION GUIDE

FOR

INTERN COMPETENCY

NOTE

This handbook and the accompanying instruments are in draft form and subject to revision. They are to be used by Northern Arizona Teacher Corps Interns, regular student teachers and for teacher evaluation in Teacher Corps LEA'S, Fall, 1972.

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ACKNOWLEDGMENTS

Appreciation is hereby expressed to those who contributed to the development of this guide for observation and evaluation of performance of those who are in training to become teachers. The members of the workshop who planned the guide and the accompanying handbook are:

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Stephan Sacia, Supervisor, Teacher Corps, NAU

Special recognition is given to Charles Supplee and Stephan Sacia for editing the handbook and preparing the instrument.

Dr. H. Frank Bradford, Director
Teacher Evaluation Workshop
June, 1972.

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INTRODUCTION

This Observation and Evaluation Guide has been designed to attempt to aid Teacher Corps Interns in improving their effectiveness in classroom instruction and help evaluate their preparation and performance in the communities.

It is to be used by Team Leaders, Cooperating Teachers, Administrators in the local schools and University staff in the observation and evaluation of the Intern's progress. The Intern himself is also encouraged to use it as a guide in preparing for instruction and for self evaluation in a micro-teaching situation.

Construction of the instrument is such that through proper use it will provide immediate feedback to the performer. Through this mirroring back and the resulting conferences between the observer and the performer, the Intern himself takes a major part in the evaluation and decides along with the observer the directions to take for improvement.

The observer and the performer must both be completely familiar with the process and share a mutual understanding of the purpose, use and function of the tool.

In an effort to try to insure non-judgemental reporting of performance, data is recorded in the form of objective statements of what was actually observed. Therefore, objective information is conveyed from the observational setting to the post-observation conference.

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CONSIDERATIONS FOR EVALUATION

In the preparation of the evaluation criteria, several basic considerations were neccessary. It was agreed that the criteria for the evaluation should be reflective of desired performance expected of a teacher. In other words, how do we expect a teacher to perform. In this way the instrument would be applicable to use with regular student teachers, and with the exception of re-wording, useful to school administrators in evaluating thier regular teaching staff. The final summary and evaluation would also be acceptable for a placement file.

Overall considerations are as follows:

1. The objectives of the program, the university and the schools are clearly defined;
2. The instrument's objectives are consistant with those of the institutions;
3. The observational criteria is assessable or measureable;
4. Data can be scaled in an objective manner;
5. The observer must be completely familiar with the instrument;
6. The performer must be completely familiar with the instrument;
7. Feedback must be given, and in a positive, constructive and objective manner;
8. The instrument is useable for self-evaluation;
9. Terminal evaluation is agreed upon jointly by the performer and the observer.

During it's design and construction, the instrument was reviwed by Intern, school administrators and the university staff.

AREAS FOR OBSERVATION-EVALUATION

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The criteria for observation and evaluation have been placed under four general areas; Preparation, Performance, Product (the students) and Personal and Professional.

I. Preparation

There are three sub-area under preparation; Academic preparation, preparation to meet Community need or expectations, and Instructional planning.

Preparation in the academic areas is,on the most part, preassumed, particularly with those subject area the Intern will be responsible for in the classroom. Evaluation as to the Intern's level of competency in the subject area, however, is detected and assessed in his preparation and performance in the classroom.

Community preparation criteria is designed to meet basic behavior expected of teachers in the community. These were established in order for the Intern to gain community rapport and maneuver within the student's environment outside the classroom.

Instructional preparation criteria is expressed in more specific behaviors needed to plan effective and educationally sound learning experiences for his students.

II. Performance

There are two sub-areas under performance; Instructional performance and performance in the Community. In both of these, the criteria is expressed and the performer assessed in light of prepared or expected behaviors. The following examples may serve to illustrate this:

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PREPARATION (Instruction)	PERFORMANCE
The Intern:	
1. Provides for continuity within the unit or lesson;	Maintains continuity within the unit or lesson;
(Community)	
The Intern:	
1. Is knowledgeable of socio-religious and cultural taboos;	Observes and respects socio-religious and cultural taboos;

A summary of preparation and performances may be found in Appendix A. Instructional preparation and performance are opposite each other in the instrument, with space for comments. These areas are assessed each time the intern is observed in a teaching situation. Community preparation and performances are also on a checklist for use by the Intern, Team Leader and Community representatives. Community performance should be periodically assesed by the Team leader and the Intern himself.

III. Product

This area is concerned with student success and attitudes and are combined in the instrument under Student-Teacher Relationships. Thsese again are expressed in light of performance and the Intern is viewed more as a Teacher than learner.

IV. Personal and Professional

In the Personal and Professional area the Intern is again viwed and assessed more as a teacher. The criteria may be viewed here as "appropriate standards of teacher behavior". This does not imply that there should be a lock-step set of rules and regulations, and that all must perform identically. It is generally agreed, though, that a teachers' attitudes toward himself and his fellow staff members are reflected in

in his classroom performance and the attitudes of his students.

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USE OF THE INSTRUMENT

Again, to be effective, the observer and the performer must be completely familiar with the instument and procedures for its' use. Feedback to the performer is paramount! Without this, the instrument reverts back to the typical student teacher rating forms which are on the most part completely subjective and meaningless.

Levels of competency on the instrument are expressed as follows:

Strong (ST)	The Intern exhibits a high level of competency in this area.
Satisfactory (SA)	Competency or progress in this area is satisfactory.
Needs Improvement	(NI) The Intern needs to improve or needs additional work in this area.
Not Applicable (NA)	The performance was not applicable to the situation or not observed.

These are very general terms and are included on the instrument to facilitate it"s use. Comments are solicited by the observer in all levels and required if there is apparent need for improvement. All comments should be stated objectively to assure a productive and positive post-observation conference. No "grade", "A","B","C",etc. is implied by the level of competency criteria.

PROCEDURE

Pre-observation Conference

Prior to the actual classroom observation a conference is held by the observer and performer. This should be in a quiet relaxing atmosphere where interruptions will be at a minimum. Here the Intern and observer can work together in a professional and cooperative manner.

Sufficient time must be allowed in order for the observer to become familiar with the Inter's preparation and planned procedure. During the conference the Intern and the observer will:

Review the instrument;

Review the lesson or unit plans;

Establish specific areas in which the Intern may want the observer to concentrate;

Review all material pertinent to the observation;

Establish the time and length of the observation;

Establish the observers behavior in the classroom.

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Observation of Classroom Performance

During the observation the observer should concentrate totally on the performance of the Intern. The responsibility here is the objective recording of all observable behavior agreed upon in the pre-conference. The observer should also note:

Specific behavior of students;

Physical setting of the classroom;

Specific activities taking place;

Recording of the Intern's performance should be concise in order for the observer to concentrate on performance and not in voluminous writing. This initially will require practice on the observers part.

Post-observation Conference

As soon as possible following the observation period, the observer will conduct a conference with the Intern in which they jointly evaluate performance and together determine remediation that may or may not be required.

Initially the two should review and discuss the favorable aspects of the performance. It is also important to re-establish that the two are working together to improve teaching proficiency.

All observable behaviors or data is reviewed thoroughly and objectively, keeping in mind that the observation was made in light of the interns preparation. The observer may wish to refer to a previous observation and discuss progress to date. Reccommendations should be stated in behavioral terms when feasable, and above all the observer and the intern should strive for agreement.

The observer may also wish to suggest several alternative procedures to improve performance. However, there should not be so many recommendations that the Intern feels overwhelmed. Experimentation should certainly be encouraged.

The Intern needs to gain confidence by knowing what he is doing well, therefore, again high levels of competency are stressed. This tends to promote a transfer of educational principles to all areas of teaching.

The Intern and the observer may wish to discuss program changes and further inservice training requirements.

Evaluation Summary

A summary sheet of the evaluation is prepared jointly by the Intern and the observer. This sheet emphasises desireable behavior and levels of competency and includes, in behavioral terms, suggested remediation as agreed upon.

The evaluatory instrument and the summary are both signed by the Intern and the observer. The instrument and a copy of the summary remain with the intern for his reference. A copy of the summary is placed in the Intern's personal file at the University. Team leaders should also submit copies of their observational summaries to the file.

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Placement Evaluation and Summary

The Placement summary reflects the Intern's progress and professional growth during the training period. All previous summaries should be reviewed and evaluated before preparing the placement summary. It indicates the internship period, classroom situation(s) and grade levels and general levels of competency in all areas of performance. Subjective statements as to the Intern's competency are encouraged as this is one criteria looked for by hiring personnel. The summary should be submitted by all involved in the Interns' training. The Intern himself should also recieve copies of this permanent record.

NOTE

Just as the continunual practice of evaluation serves to assist the Intern in his improvement of teaching skills, so can the practice of observing improve the skill of the observer.

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APPENDIX A

SUMMARY OF DESIRED INTERN BEHAVIORS

SUMMARY OF INTERN BEHAVIORS

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I - PREPARATION

Academic

The Intern:

Is adequately prepared in the subject areas he is responsible for;
Is knowledgeable of a variety of resource materials;
Is knowledgeable in observing, detecting and assessing learning difficulties;
Is knowledgeable of specialists and agencies for student referral;
Is knowledgeable of a variety of evaluatory techniques;
Recognizes student need for remediation;

Community

The Intern:

Is knowledgeable of the linguistic background of his students;
Is knowledgeable of the socio-economics of the community;
Keeps informed on current local problems;
Is knowledgeable of community agencies and resources;
Is knowledgeable of the power structure of the community;
Is knowledgeable of socio-religious and cultural taboos;
Is prepared to communicate with the community on school matters;
Is able to identify and assess community attitudes;

Instructional Planning

The Intern:

Prepares the lesson or unit with measureable objectives;
Provides for continuity within the lesson or unit;
Plans evaluation in light of prepared objectives;
Provides for individual differences;
Plans a variety of resources;
Plans instruction within a time framework;
Provides for student participation and interaction;
Provides a variety of relevant activities;
provides for student reinforcement;
Provides concepts and examples relative to the lesson;
Provides concepts and examples relevant to the student;
Provides a physical environment which facilitates learning;
Prepares meaningful assignments;
Is prepared in the subject matter pertaining to the lesson;
Plans lessons creativiely;
Selects appropriate remedial materials;
Plans ahead to have equipment and materials available;
Provides for student participation in planning;

II - PERFORMANCE

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Instructional

The Intern:

Presents the lesson in light of prepared objectives;
Maintains continuity throughout the presentation;
Uses evaluation as an integral part of instruction;
Presents alternate methods of instruction when required;
Utilizes a variety of resources;
Covers lesson within planned time;
Solicits and maintains student participation and interaction;
Involves students in a variety of relevant activities;
Positively reinforces desired student behavior;
Presents concepts and examples relative to the lesson;
Presents concepts and examples relevant to the student;
Maintains an appropriate physical environment;
Makes clear, concise and meaningful assignments;
Exhibits knowledge of subject area;
Is enthusiastic and creative in instructional procedure;
Uses appropriate remedial material;
Has equipment and materials available at proper times;
Involves students in planning;

Community

The Intern:

Welcomes parental and community visitation;
Communicates with the community on school matters;
Keeps parents informed of student growth and progress;
Participates in appropriate community activities and organizations;
Assesses and or identifies community attitudes;
Observes and respects socio-religious and cultural taboos;
Initiates parental conferences;
_____;

_____;

III - PRODUCT

Student - Teacher Relationships

The Intern:

Exhibits an honest liking and sincere regard for students;
Encourages student respect for all cultures;
Establishes, with the students, appropriate standards of behavior;
Provides for individual student self-direction and self-image;
Encourages students to work cooperatively as well as individually;
Shows concern for student health and safety;
Encourages students to take care of school property;
Encourages students to acknowledge school regulations and procedures;
Encourages community responsibility in students;

IV - PERSONAL AND PROFESSIONAL

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The Intern:

Demonstrates composure and self-discipline;
Demonstrates appropriate dress and grooming;
Acknowledges and attempts to avoid distracting mannerisms;
Is punctual for work assignments, appointments and conferences;
Carries out assigned duties effeciently;
Knows and acknowledges school rules and procedures;
Demonstrates consideration and respect for fellow staff members;
Is able to accept advise and constructive critisism;
Takes care of school property;
Demonstrates willingness to aid in school activities;

NOTE: Instructional preparation and performance, and Product and personal criteria are listed in the instrument, (Pages 16-19)

Community related behaviors are in the form of a checklist and evaluation in Appendix B.

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APPENDIX B

Intern Behaviors as related to the Community - a check list

The following evaluation checklist is used to indicate the Intern's ability to maneuver within the community. The Intern himself, the Team Leader and a community representative should provide the Intern and the program with a final evaluation as to the intern's performance in this area. During the internship, periodic evaluations are suggested.

COMMUNITY PERFORMANCE

Intern:_____ Observer:_____
Relationship:___Team Leader;___Community Rep;_____Other.
Length of time you have observed Intern:_____
This is a ___periodic;___final evaluation of the above intern's performance.

Please initially give your general observations in the boxes opposite the performance statements. ST=strong, SA=satisfactory performance, NI=needs improvement. If you have no basis for evaluation, please check NA. A subjective statement from you concerning the Interns' performance will be appreciated.

From my observation, this Intern:

	ST	SA	NI	NA
-Is knowledgeable of the socio-economics of this community;....				
-Is knowledgable and uses community agencies and resources;....				
-Keeps hiself informed of current community problems;.....				
-Knows and observes socio-religious and cultural taboos;.....				
-Welcomes parental and community visitation to school;.....				
-Communicates with the community on school matters;.....				
-Participates in appropriate community activities/organizations:				
-Encourages community participation in determining educational matters.....				

COMMENTS:

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_____ Date_____
Signed-Evaluator

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APPENDIX B

INTERN OBSERVATION AND EVALUATION GUIDE

(THE INSTRUMENT)

and

EVALUATION SUMMARIES

OBSERVATION AND EVALUATION GUIDE

(INSTRUMENT)

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INSTRUCTIONS

This instrument is designed to be used to Observe, Evaluate and provide feedback to the Intern in an Instructional situation. The effective use of this instrument requires:

1-A pre-conference to discuss and evaluate the Interns preparation;

2-A period of Observation which allows the Intern to demonstrate his level of performance;

3-A Post-Observation conference involving the Intern, the observer and possibly the cooperating teacher to discuss and jointly evaluate the Intern's performance.

In the instrument, the Intern's general level of competency is expressed:

ST - Strong or high level of competency;

SA - Satisfactory performance - most objectives met;

NI - The Intern needs improvement in this area;

NA - The performance was not observed or not applicable;

The observer is encouraged to make notes and comments in the space provided by each competency. In the case of areas that need apparent improvement, the observer will state so in acceptable behavioral terms.

The summary form provides for an overall assessment of performance and subjective evaluation as reached in conference by the Intern and the observer. The Instrument and a copy of the summary is to remain with the Intern. A copy of the summary is to be placed in the Intern's permanent personal file.

Intern:_____ Observer:_____

Relationship: ___Self; ___Team Leader: ___Coop. Tchr: ___University Staff; _____
Other

School:_____ Date:_____ Time:_____

Teaching situation:_____ Subject:_____ Grade:____
(Self Contained, Team Tchg)

Intern:_____ Observer:_____
signature signature

PREPARATION FOR INSTRUCTION

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The Intern:	LEVEL OF ST	SA	NI	NA
1- Prepares the lesson with measureable objectives;	☐	☐	☐	☐
2- Provides for continuity within the lesson;	☐	☐	☐	☐
3- Plans evaluation in keeping with objectives;	☐	☐	☐	☐
4- Provides for individual differences;	☐	☐	☐	☐
5- Plans a variety of resources;	☐	☐	☐	☐
6- Plans instruction within time framework;	☐	☐	☐	☐
7- Provides for student participation and interaction;	☐	☐	☐	☐
8- Provides for a variety of relevant activities;	☐	☐	☐	☐
9- Provides for student reinforcement;	☐	☐	☐	☐
10- Provides concepts and examples relative to the lesson;	☐	☐	☐	☐
11- Provides concepts and examples relevant to the learner;	☐	☐	☐	☐
12- Provides a physical environment which facilitates learning;	☐	☐	☐	☐
13- Prepares meaningful assignments;	☐	☐	☐	☐
14- Is prepared in subject matter area;	☐	☐	☐	☐
15- Plans lessons creatively;	☐	☐	☐	☐
16- Selects appropriate remedial material;	☐	☐	☐	☐
17- Plans ahead to have equipment and materials available;	☐	☐	☐	☐
18- Provides for student-teacher planning;	☐	☐	☐	☐

PERFORMANCE

COMPETENCE

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ST	SA	NI	NA	
☐	☐	☐	☐	Presents the lesson in keeping with prepared objectives;
☐	☐	☐	☐	Maintains continuity throughout presentation;
☐	☐	☐	☐	Uses evaluation as an integral part of instruction;
☐	☐	☐	☐	Presents alternate methods of instruction when required;
☐	☐	☐	☐	Utilizes a variety of resources;
☐	☐	☐	☐	Covers lesson within planned time;
☐	☐	☐	☐	Solicits and maintains student participation and interaction;
☐	☐	☐	☐	Involves students in a variety of relevant activities;
☐	☐	☐	☐	Positively reinforces desired student behavior;
☐	☐	☐	☐	Presents concepts and examples relative to the lesson;
☐	☐	☐	☐	Presents concepts and examples relevant to the student;
☐	☐	☐	☐	Maintains an appropriate physical environment;
☐	☐	☐	☐	Makes clear, concise and meaningful assignments;
☐	☐	☐	☐	Exhibits knowledge of subject matter area;
☐	☐	☐	☐	Is enthusiastic and creative in instruction;
☐	☐	☐	☐	Uses appropriate remediation;
☐	☐	☐	☐	Has equipment and materials available at proper time;
☐	☐	☐	☐	Involves students in planning;

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ST SA NI NA

STUDENT-TEACHER RELATIONSHIPS

The Intern: __ Exhibits and honest liking and sincere regard for all students;

__ Encourages student respect for all cultures;

__ Establishes,with the students, approriate standards of behavior;

__ Provides for individual student self-diresction and self-concept;

__ Encourages students to work cooperatively as well as individually;

__ Encourages students to acknowledge school procedures and regulations;

__ Shows concern for student health and safety;

__ Encourages students to take care of property and equipment;

Comments:

ST SA NI NA

PERSONAL AND PROFESSIONAL

The Intern: __ Demonstrates composure and self-discipline;

__ Demonstrates appropriate dress and grooming;

__ Acknowledges and attempts to avoid distracting mannerisms;

__ Is punctual for work assignments, appointments, and conferences;

__ Carries out assigned duties efficiently;

__ Knows and acknowledges school rules and regulations;

__ Demonstrates consideration, cooperation and respect for fellow staff;

__ Is able to accept advise and constructive critisism;

__ Takes care of school equipment and property;

__ Demonstrates willingness to aid in school activities;

Comments:

OBSERVATION AND EVALUATION SUMMARY
OF:

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Intern:_____School:_____

Grade Level:_____Coop.Tchr:_____ Situation:_____

Observer:_____Relationship:_____Date:_____

ST SA NI NA
☐ ☐ ☐ ☐ PREPARATION

ST SA NI NA
☐ ☐ ☐ ☐ PERFORMANCE

ST SA NI NA
☐ ☐ ☐ ☐ STUDENT-INTERN RELATIONSHIP

ST SA NI NA
☐ ☐ ☐ ☐ PERSONNAL AND PROFESSIONAL

_____ _____
Intern Observer

PLACEMENT EVALUATION AND SUMMARY

Intern:_____ Evaluator:_____
Relationship:__Coop.Tchr;__Team Leader;__University Staff;_____Other.
Internship period;_____. School:_____ Grade(s):_____
Teaching situations:_____
Self-contained class, Team Teaching, non-graded, etc.

Please give a general evaluation of this Intern's performance in the light of the criteria given; ST=strong or high level, SA=performance was satisfactory, NI=Intern need improvement in this area. If the performance was not observed or you feel you cannot evaluate it, please check NA.

From my observations, the above Intern exhibits the following Levels of Competency:

ST	SA	NI	NA		ST	SA	NI	NA
_	_	_	_	ACADEMIC PREPARATION:				
				CLASSROOM PERFORMANCE:	_	_	_	_
_	_	_	_	INSTRUCTIONAL PREPARATION:				
				STUDENT RELATIONSHIP:	_	_	_	_
_	_	_	_	PREPARATION AND PERFORMANCE IN LIGHT OF COMMUNITY NEEDS:				
				PERSONAL AND PROFESSIONAL ATTITUDES:	_	_	_	_

In the space below, please give a subjective statement of the above Intern's potential success as a teacher and member of the community.

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Name:_____ Title:_____ Date:_____